

Wendron

C of E Primary School

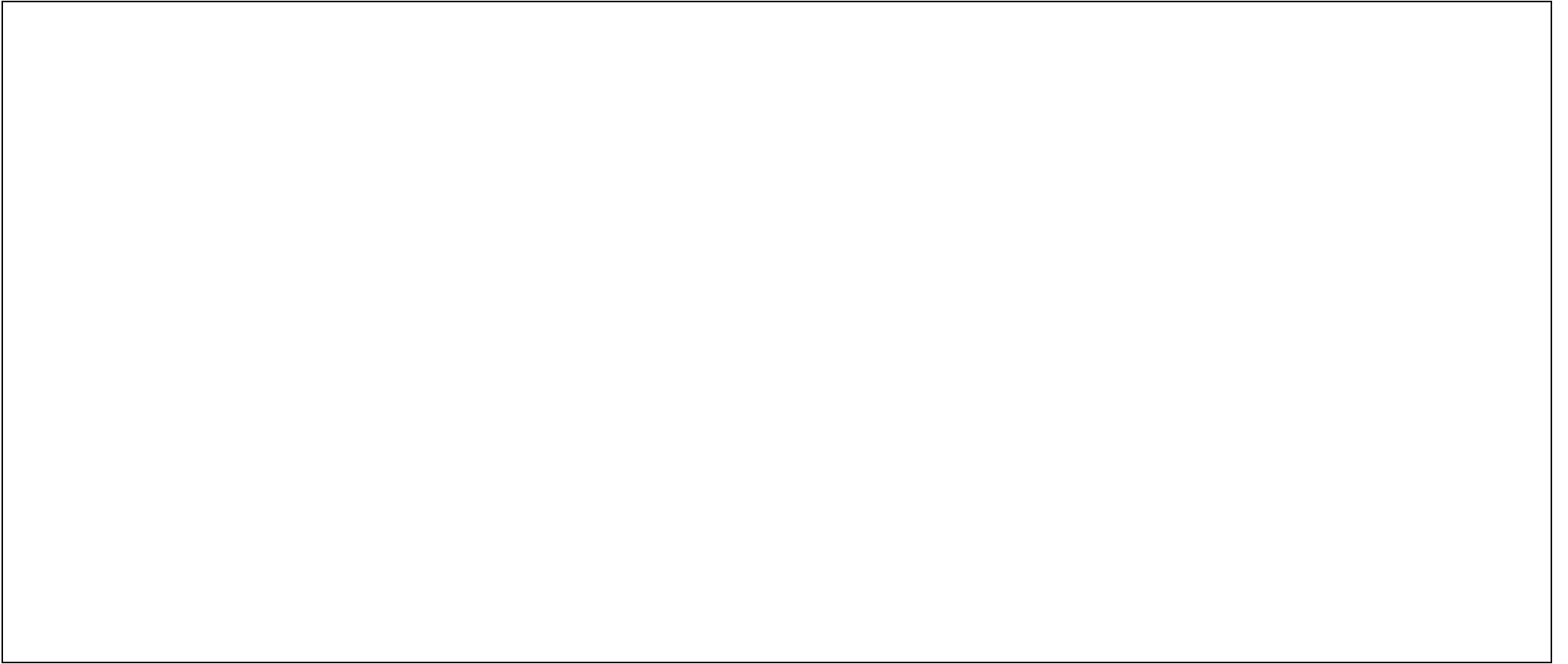
*'To live life,
life in all it's fullness'*

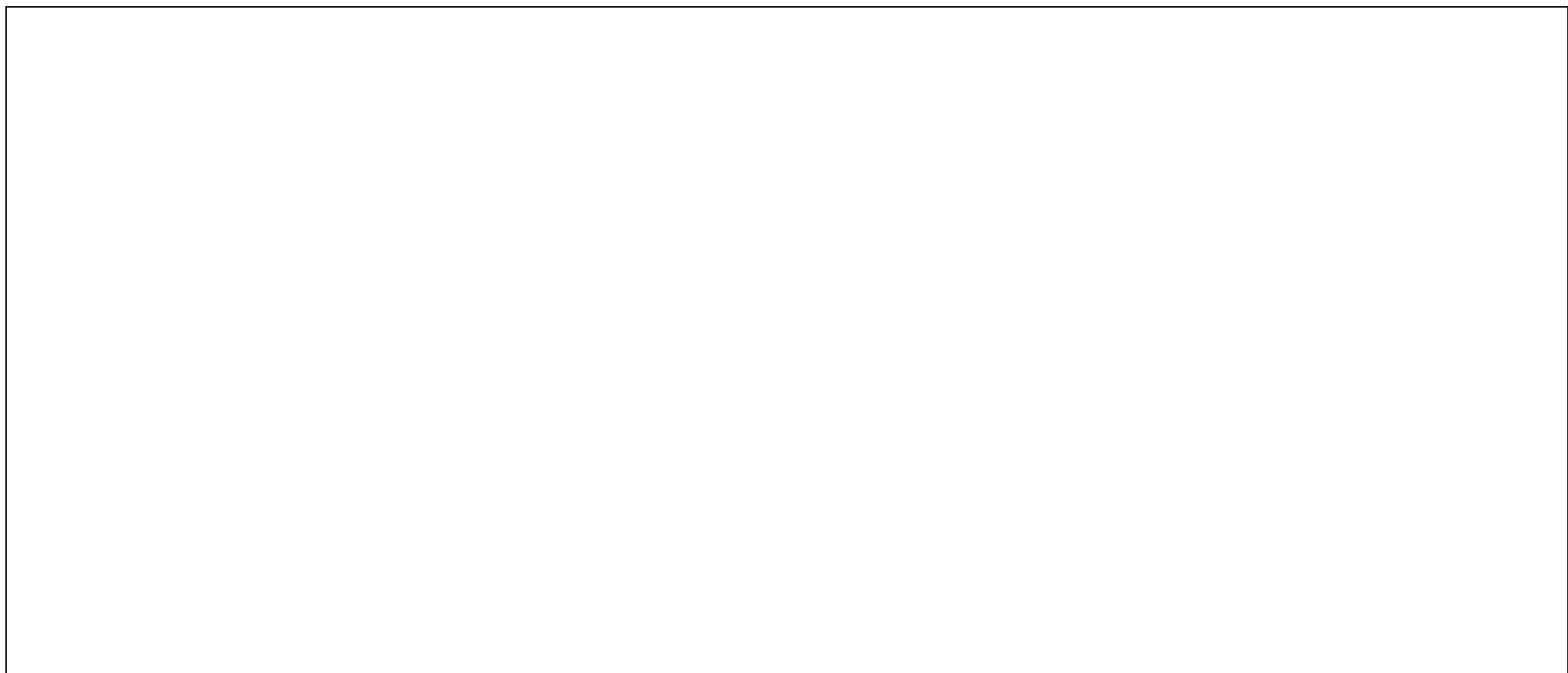
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Wendron C of E Primary School.

Our Information Report for Special Educational Needs and Disability (SEND)

- The Governing Body and teaching staff will do their best to ensure that the necessary provision is made for any pupil who has special educational needs and ensure that, where the headteacher, SENCO or appropriate governor has been informed by the LA that a pupil has special educational needs, those needs will be made known to all who are likely to teach them.
- The staff and governors in the school are aware of the importance of identifying and providing for those pupils who have special educational needs.
- Headteacher, SENCO, staff and governors will draw up and report annually to parents on the policy and effectiveness of the school's work for pupils with special educational needs.
- The staff will ensure that pupils with special educational needs join in the activities of the school together with pupils who do not have special educational needs, so far as that is reasonably practical and compatible with the pupil receiving the necessary special educational provision, the efficient education of other children in the school and the efficient use of resources.
- All the teachers in the school are teachers of children with Special Educational Needs. As such Wendron Church of England Primary School adopts a 'whole school approach' to special educational needs which involves all the staff adhering to a model of good practice. The staff of the school are committed to identifying and providing for the needs of all children in a wholly inclusive environment. Inclusion is regarded as crucial to the policy.
- The school operates an equal opportunities policy for children with special educational needs who are afforded the same rights as other children. All children therefore are encouraged to take part in after school clubs, plays, class acts of worship, running the tuck shop, school council and other leadership roles, school trips and the residential in years 5 and 6.
- The school is on one level and is easily accessible to those with a physical disability. It has a large disabled toilet that is fitted with an alarm, which all staff are aware of, in case of an emergency. Rails have been fitted in the corridors and safety covers over the hinges of the doors so that the visually impaired can find their way through the school. We have a medical room that is equipped with a toilet and a walk in shower as well as a changing table. An SEN room houses SEN resources although many live within the classrooms for classroom sessions to run inclusively. The curb is dropped into the playground to allow wheel chair access. The sinks in the disabled toilet are fitted with handles for easier access. There are 2 smaller rooms to enable focused group work and 1:1 sessions to take place effectively. They will also be used as a quiet area where children can go for calming sessions when they are dysregulated.











**Name and contact details of the Special Educational Needs and Disabilities Coordinator: Mrs Louise Patchett,
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The levels of support and provision offered by our school

1. Listening to and responding to children and young people




<p>Whole school approaches The universal offer to all children and YP.</p> 	<p>Additional, targeted support and provision</p> 	<p>Specialist, individualised support and provision</p> 
<ul style="list-style-type: none"> • The views and opinions of all pupils are valued. • Pupil voice is represented or considered in all aspects of school. • Pupil voice is heard through: <ul style="list-style-type: none"> • co-production, • consultation, • focus groups, • questionnaires. • Pupil conferencing, • Learning Detectives, • Reading Ambassadors, • Fab Friends, • Safety Ambassadors, • Worship Warriors • Annual pupil survey, • Pupil contribution during worship. 	<ul style="list-style-type: none"> • Pupils with SEND are included in consultation groups. • Additional provision is developed in light of pupil voice. 	<ul style="list-style-type: none"> • Individual support is responsive to the views and learning needs of the pupil. • Pupil's views are included in Early Support meetings and SEN reviews. • Pupils are consulted in person centred planning and target and outcome setting. • All documentation is presented in a format that is accessible to the pupil.

2. Partnership with parents and carers

<p>Whole school approaches The universal offer to all children and YP</p> 	<p>Additional, targeted support and provision</p> 	<p>Specialist, individualised support and provision</p> 
<ul style="list-style-type: none"> • The school works in partnership with all 	<ul style="list-style-type: none"> • Families are invited to attend extra- 	<ul style="list-style-type: none"> • Parent/carers are supported in




<p>parents and carers.</p> <ul style="list-style-type: none"> • The parents/carers of all pupils are invited to attend parent/carer evenings, learning cafes and meet the teacher sessions. • Pupils' reports are sent home annually. • The school reading diaries encourage written dialogue between families/parents and school. • Parents/carers know exactly who to contact if they have any concerns. • The website enables parents/carers to understand more about what their young person is learning. • All parents are invited to sign up to class dojo to allow information sharing with the class. 	<p>curricular clubs and activities.</p> <ul style="list-style-type: none"> • Families are invited to attend information sessions re supporting their young person at home e.g. literacy and numeracy skills and provision needed to support successful examination arrangements. • Contact numbers for parent support services are made available – including the Early Help Hub. 	<p>attending, and are actively involved in, all Early Support meetings and reviews.</p> <ul style="list-style-type: none"> • Parent/carer's views are an integral part of Early Support meetings and SEN reviews. • All documentation is presented in a format that is accessible to individual parents. • Parents are encouraged to join in with school trips. • Parents are encouraged to engage in one-to-one reading, vocabulary, speech and language and spelling programmes. • Home school books are used in specific cases to open communication between parents and teacher.
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3. The curriculum

<p>Whole school approaches. The universal offer to all children and YP</p> 	<p>Additional, targeted support and provision</p> 	<p>Specialist, individualised support and provision</p> 
<ul style="list-style-type: none"> • The curriculum is adapted to ensure the inclusion of all students. • All pupils, regardless of their ability and or additional needs, have access to a full curriculum. (Taking any medical needs into account.) • All pupils are able to boost their 	<ul style="list-style-type: none"> • A small number of pupils have the opportunity to access short term targeted group work. • Intervention packages are bespoke and needs led. • The progress of pupils taking part in intervention groups is measured on a regular basis. 	<ul style="list-style-type: none"> • Pupils are supported in following their interests, and the curriculum, regardless of their SEN and/or disabilities. For examples, a pupil with a physical impairment is given the support they need to access design technology or P.E sessions. • Pupils with special needs and/or disabilities can access the curriculum




<p>independent learning skills through adaptive class teaching.</p> <ul style="list-style-type: none"> Assessments are used to identify pupils who need specific interventions. 	<ul style="list-style-type: none"> The intervention packages are adapted in light of student progress. Small group intervention includes: <ul style="list-style-type: none"> ✓ literacy – reading, comprehension, spelling, writing, ✓ handwriting, ✓ numeracy, ✓ speech and language, ✓ keyboard skills, ✓ social skills, ✓ mobility exercises – for both fine and gross motor skills. ✓ SEMH sessions. 	<p>with adult support as appropriate.</p> <ul style="list-style-type: none"> In exceptional circumstances pupils can be disapplied from some subjects. This must be agreed by all involved. Individual children have the opportunity to follow individual programmes depending on their need in order to enhance the curriculum.
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4. Teaching and learning

<p>Whole school approaches The universal offer to all children and YP</p> 	<p>Additional, targeted support and provision</p> 	<p>Specialist, individualised support and provision</p> 
<ul style="list-style-type: none"> The whole school uses a “dyslexia friendly” approach to teaching and learning, where adaptive teaching and outcomes are used to ensure the progress of all pupils. The lessons are carefully planned to include clear stages, regular progress checks and different learning styles. A variety of learning styles are planned for. Learning objectives are displayed and discussed using, “We are learning 	<ul style="list-style-type: none"> The SENDCO, class teachers and teaching assistants share information and lesson plans to ensure that students with SEND have targeted support and provision. Teaching assistants/ class teachers work with small groups to: <ul style="list-style-type: none"> ✓ ensure understanding, ✓ facilitate learning, ✓ foster independence, ✓ keep students on task, ✓ build self-esteem. If the class teacher is working with a 	<ul style="list-style-type: none"> Personalised work is provided enabling independent learning. One-to-one support is in place for pupils who need more intensive support, e.g. for those with physical disabilities, sensory loss, speech and language difficulties, autism, severe literacy difficulties/dyslexia. Outreach from special school can be requested for advice on teaching and learning. Staff are trained in specific areas depending on the child’s individual


<p>to....”</p> <ul style="list-style-type: none"> • Success Criteria are displayed. • Students’ work is marked within the lesson and distance marking sheets used to create focus groups. • Literacy and numeracy is a priority for all staff: Key vocabulary and key terms should be displayed and discussed. • Alternative ways of recording are used. 	<p>small group the teaching assistant supports the class with tasks already set by the teacher.</p> <ul style="list-style-type: none"> • Independent pupil learning is supported by the use of resources for example: <ul style="list-style-type: none"> ✓ Laptops, ✓ IPADS, ✓ Dictaphones, ✓ Scribes, ✓ Reading rulers, ✓ Toolkits, ✓ Spelling aids. ✓ Coloured exercise books, ✓ Coloured whiteboards, ✓ Headphones, ✓ Word mats. • Special examination arrangements are put into place for internal and external tests and examinations, (readers, scribes, extra time.) • Support with homework is available. 	<p>needs.</p>
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5. Self-help skills and independence

<p>Whole school approaches The universal offer to all children and YP</p> 	<p>Additional, targeted support and provision</p> 	<p>Specialist, individualised support and provision</p> 
<ul style="list-style-type: none"> • Pupils are encouraged to use a: book, 	<ul style="list-style-type: none"> • Where teaching assistants are in 	<ul style="list-style-type: none"> • Teaching assistants working one-to-one with students encourage them to




<p>brain, buddy approach to learning, before asking a teacher.</p> <ul style="list-style-type: none"> • Technology is available to aid independence. • Resources are available in all classrooms such as: overlays, highlighters, dictionaries, rulers, which promote independence. • All children are encouraged to take responsibility for jobs around the school. • Pupils are encouraged to put themselves forward as candidates for school council. • Pupils lead school events, such as: Church services, productions and stalls at the Christmas Fayre. 	<p>classrooms they facilitate independence.</p> <ul style="list-style-type: none"> • Pupils have personalised equipment to help them to learn, such as talking tins, overlays and timers. • Pupils have access to: <ul style="list-style-type: none"> ✓ Visual timetables, ✓ Personal targets, ✓ Prompt cards, ✓ Traffic light system, ✓ Time out cards, ✓ Tool kits, ✓ Reading rulers, ✓ Ear defenders. • All children should have the opportunity to work independently – as a red triangle. 	<p>be specific about what they need help with, along with asking them what they have done already to find help for themselves, e.g. asked a peer, checked books, etc.</p> <ul style="list-style-type: none"> • Additional support is shared to build resilience in the young person, so that they have self-coping strategies when and if the teaching assistant is absent. • Personalised targets and timetables are in place to support independence. • Children are supported with medication where applicable and are encouraged to take ownership of it. • Children are supported with personal hygiene and , where applicable, are encouraged to take small steps towards independence,
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6. Health, wellbeing and emotional support

<p>Whole school approaches The universal offer to all children and YP</p> 	<p>Additional, targeted support and provision</p> 	<p>Specialist, individualised support and provision</p> 
<ul style="list-style-type: none"> • P.S.H.E lessons include all pupils. 	<ul style="list-style-type: none"> • A place and member of staff is available for vulnerable pupils to take 	<ul style="list-style-type: none"> • Early Support meetings and reviews are supported by a range of agencies




<ul style="list-style-type: none"> • There are members of staff who co-ordinate provision for pupils with wellbeing, emotional, physical and mental health needs. • All staff are trained to support pupils and know the procedures to follow. • Pupils have access, if necessary to the school nurse. Sessions are private and confidential. • Bereavement counselling can be requested. • Student issues are dealt with by trained staff, as they arise. • Risk assessments are made for those with medical needs. • Worship themes touch on these subjects and there is a positive ethos throughout the school. 	<p>“time out” and find support at any time. There are trained members of staff available.</p> <ul style="list-style-type: none"> • Time limited and monitored groups address: <ul style="list-style-type: none"> ✓ Self-esteem ✓ Social skills ✓ Life skills ✓ Anger management, ✓ Counselling sessions. • All encouraged in after school clubs and with jobs around the school to aid resilience and emotional well-being. • All children involved in Sports Day and whole school events. • Risk assessments are carried out. 	<p>including the school nurse.</p> <ul style="list-style-type: none"> • Additional support for pupils can be requested from: <ul style="list-style-type: none"> ✓ CAMHS ✓ Social care ✓ Dreadnought ✓ Penhaligans friends ✓ Music therapy, ✓ Secondary schools ✓ CHALK counselling service ✓ Kernow Learning Lead SENCO ✓ Kernow Learning SALT • Individualised support is provided for year 6 pupils who begin to display signs of anxiety towards transition to secondary school. • Pupils with specific medical conditions have individual health care plans. • Children who suffer with anxiety are offered time to talk with a TA.
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7. Social Interaction opportunities

<p>Whole school approaches The universal offer to all children and YP</p> 	<p>Additional, targeted support and provision</p> 	<p>Specialist, individualised support and provision</p> 
<ul style="list-style-type: none"> • All pupils have opportunities for social interaction, regardless of need. • All pupils belong to a class group. 	<ul style="list-style-type: none"> • Year 6 buddy up with Reception to walk them to the Church and share work with. • Older pupils are involved in paired 	<ul style="list-style-type: none"> • Pupils can be individually supported by TAs or parents to enable their attendance at after school clubs. • Teachers and TAs use social stories

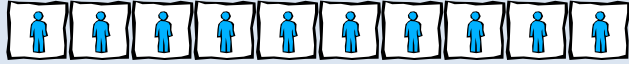


<ul style="list-style-type: none"> • All pupils are invited on trips and visits. • Theme weeks often include work within family groups – where children from each year group work together on a specific task. 	<p>reading with younger pupils.</p> <ul style="list-style-type: none"> • Transport could be organised to take pupils with SEND home when they attend after school activities. • After school club and breakfast club are available to all. • Peer mentors/buddies can be used for vulnerable children and young people. • Socially speaking groups are run lead by a TA. 	<p>with individual students.</p> <ul style="list-style-type: none"> • A member of staff is available for 1:1 support and in the playground for vulnerable pupils.
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8. The physical environment (accessibility, safety and positive learning environment).

Whole school approaches The universal offer to all children and YP 	Additional, targeted support and provision 	Specialist, individualised support and provision 
<ul style="list-style-type: none"> • All areas of the school are accessible to everyone including those pupils with SEND. • All classes are wheel chair accessible. • Pupils feel safe in an environment where bullying is absolutely minimal and dealt with effectively. • There is a named child protection officer “Designated Safeguarding Officer” (and deputies,). • All areas of the school are uplifting, positive and support learning. • Teachers focus on rewarding good 	<ul style="list-style-type: none"> • There are areas available offering vulnerable pupils a quiet and supervised area for those who are unable to cope in unstructured times. • Non-slip, non-breakable equipment available in practical lessons. • Adapted P.E equipment can be available. • Some toilets adapted by height. • A variety of sizes of chairs and tables available. • There are named adults who are “team teach” trained. 	<ul style="list-style-type: none"> • Specialist equipment in practical lessons enables disabled students to be independent. • Classrooms/halls/corridors are made accessible for young people with sensory needs. • A medical room is available with a bed and shower which can be used privately.

<p>behaviour to promote a positive learning environment.</p> <ul style="list-style-type: none"> • The rewards and sanctions system is robust and displayed around the school. • There is a reflective space in the library where any children can go in order to have thinking time. 		
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9. Transition from year to year and setting to setting

<p>Whole school approaches The universal offer to all children and YP</p> 	<p>Additional, targeted support and provision</p> 	<p>Specialist, individualised support and provision</p> 
<ul style="list-style-type: none"> • There are strong links with local secondary schools. Yearly meetings identify pupils who may need extra support at transition from KS2 to KS3. • Pupils visit secondary school from early on in year 6 for specific events. • Secondary staff visit and email staff at school. • Taster days for pupils in year 6 are arranged and all are invited to attend some summer school events. 	<ul style="list-style-type: none"> • Extra information is available for pupils who are particularly vulnerable at transition. • Pupils identified as possibly struggling with transition have many additional visits in small groups. • A member of staff is identified at the secondary school for a vulnerable child to go to. • Year 7 buddies can be put into place to support those who are vulnerable. 	<ul style="list-style-type: none"> • The Secondary SENDCO attends the year 6 annual review meeting. • The pupil can have a keyworker or TA who spends time with them in primary school before supporting them in secondary school. • Pupils have a structured and gradual transition package from setting to setting. This ensures that they are very familiar with routines. Key

<ul style="list-style-type: none"> • Year5/ 6 pupils take part in subject specific transition classes. • Year 7 pupils return to Wendron to visit the current year 6s for a questions and answers session. • Year 6s take part in a specific transition P.S.H.E programme in class. • Transition to Rec from pre-school settings is facilitated through moving up mornings throughout the summer term and the Reception teacher visiting each child at their preschool. Parents are also invited in for a morning to meet the Lander class staff, obtain information and ask any questions. They are also invited to stay for lunch with their child on that day. • Internal transitions from year to year are aided through teacher meetings, moderation of work and a moving up day during the summer term. 		<p>members of staff, running of the school day, environment, etc. This also applies to children transferring from Wendron to a specialist setting.</p> <ul style="list-style-type: none"> • Pupils with SEND have extra visits to Secondary establishments. • The SENCO, head-teacher or reception class teacher attends review meetings for those with SEND during the summer term. • SEND pupil passports are set up for Secondary School.
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Services and organisations that we work with:

Service/organisation	What they do in brief
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Speech and language service	Provide specific speech and language targets.
Physiotherapists	Provide specific exercises and advice.
Behaviour support	Observes pupils, sets targets and gives advice to teachers.
Dyslexia Service	Observes, screens pupils, provides training for staff
Educational Psychologist	Observes, attends meetings, provides advice and discusses children's transitions.
Dreadnought	Provides emotional support for children.
Children's social care	Provides support for families and liaises with school to provide targets and action plans.
School nurse	Provides support for parents and schools with medical conditions.
CHALK counselling service	1:1 counselling for children
Augmentative communication	Observes and sets targets.
Vision support	Provides training for all staff, organises resources and gives advice to TAs.
Music Therapy	1:1 therapy for children in school